



# Using ENTRANCE SLIPS

to Guide Your Instruction...  
...a "how to" resource with more than  
20 easy-to-use entrance slips for  
any subject...plus more!

One teaching "tip" I have that I love to share is how essential formative assessment is to effective teaching. Research states clearly that knowing WHAT your students know and teaching to address these needs has a HUGE impact on student learning. Pair this up with quality feedback and you are golden!

Many people use exit slips at the end of class to see what students have learned. I do this as well--but not as often as I use ENTRANCE slips!

### Entrance slips you ask? Absolutely!

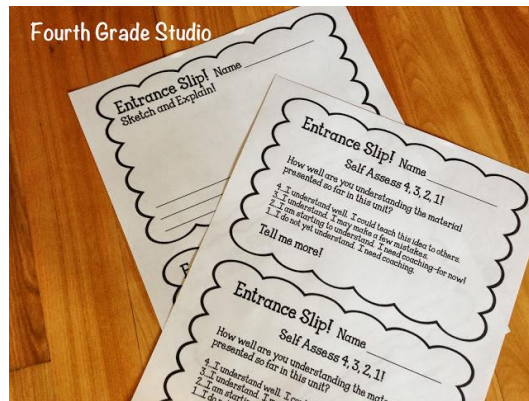
Consider the number of students you have had in your life who got 100% on every spelling test but spell the same words incorrectly at every other time. The same can be true with exit slips. LOTS of students can do well with a topic immediately after being taught. For me, it is more valuable to see who can still do it the next day or the day after that! That's why I started using quick learning checks the next day--I wanted to see where my class stood before I started to teach.

Here's where I want to be clear. The entrance slips I am talking about are not "busy work" for students to do while I take attendance. They aren't necessarily graded (although they can be). They can be used to check understanding on academic content OR to get a read on student attitudes and comfort levels and I use them in a couple of ways:

- to see if there are any students with major misconceptions
- to see if the entire class is missing understanding and I need to reteach
- to sort my students into groups for instruction



I often create a bunch of these entrance slips to use as I plan any given unit--but I also create them "on the fly" when I feel the need to take the temperature of the class. I keep a bunch of easy to use slips that work for any subject copied and ready to use.



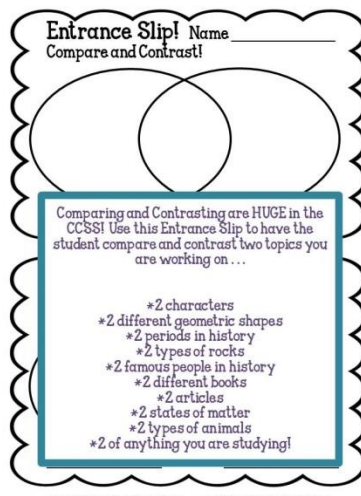
Before I get started with instruction, I often give students one of these, collect them as they finish, and give them a quick glance. I might sort them into piles. I might highlight things I notice or things I want to address with the class. I love that I always have a good sense for where my students are and what I need to do as a teacher to better reach them. I sometimes change my plan right on the spot based on what I see!

This resource is meant to help you incorporate more formative assessment into your daily routine. It includes a wide range of entrance slips that can be used with any subject--and I have also included suggestions for how each and every one can be used! Check out some images on the next page to get a better feel for the product!

The entrance slips I have provided come two per page and are low-ink and ready to copy.

Each entrance slip comes with a "suggestion" page where the slip is highlighted with a blue box with ideas for how that slip might be used ... like this!

I have also divided the entrance slips into two categories—those used to measure academic performance AND those used for students to "self-assess"—whether it be their own understanding, their effort, or their participation. I really believe it is essential for students to take an active role in their learning—and that they need to be reflective and take ownership of their "job" in the classroom!



But wait! There's more!



I also really want to get students thinking about that self-assessment piece so I've included a color and black and white version of an anchor chart I use in my classroom. Use it as is or create an anchor chart of your own!



Date: \_\_\_\_\_  
Learning Target: \_\_\_\_\_

Performance Level	Students
Secure	
Monitor	
Needs Coaching/ Reteaching	

Comments/Notes: \_\_\_\_\_

Finally, to help you start "organizing" the information you get from these entrance slips, I created a simple sheet that you can use to record your findings. If you (like me) are trying to do a better job of tracking student progress, grouping, and reteaching—this might help you out!

I hope you find this resource useful and that it gets you excited to try some new things, to get creative, to look at assessment in a new way, and to help your students achieve even more!

# Academic Performance Entrance Slips

Use these to help check  
learning and performance  
of students or your class  
as a whole!

# Entrance Slip! Name \_\_\_\_\_

Here's what I know about \_\_\_\_\_

What is THIS entrance slip for? This one is perfect to use for seeing what students have retained about any topic you covered the day/week/unit before!

Here's what I know about ...  
squares...  
The Civil War...  
adjectives...  
the character "Rob"...  
electricity...

The possibilities are endless! Find out what your students remember-and what they thought was most important!

**Entrance Slip!** Name \_\_\_\_\_

Here's what I know about \_\_\_\_\_

**Entrance Slip!** Name \_\_\_\_\_

Here's what I know about \_\_\_\_\_



# Entrance Slip! Name \_\_\_\_\_

Topic: \_\_\_\_\_

Example

Counterexample

What is THIS entrance slip for? This one is geared toward helping students show that they can prove what they know about a topic by giving examples and counterexamples....

Possible topics?

complete electrical circuits...

square numbers...

proper nouns...

quadrilaterals...

symmetrical shapes...

healthy snacks...

What else can YOU think of?

**Entrance Slip!** Name \_\_\_\_\_

Topic: \_\_\_\_\_

Example

Counterexample

**Entrance Slip!** Name \_\_\_\_\_

Topic: \_\_\_\_\_

Example

Counterexample

# Entrance Slip! Name \_\_\_\_\_

1.

2.

3.

4.

5.

What is THIS entrance slip for? This one is SUPER flexible! Put 5 math problems on the board and have students write their answers here...

Or...

List 5 characters in a book...

5 examples of liquids...

5 uses for tax money...

5 examples of obtuse angles...

5 question words...

5 parts of the digestive system...

5 factors of 100...

Endless options!



**Entrance Slip!** Name \_\_\_\_\_

1.

2.

3.

4.

5.

**Entrance Slip!** Name \_\_\_\_\_

1.

2.

3.

4.

5.

# Entrance Slip! Name \_\_\_\_\_

## True or False?

1. True False
2. True False
3. True False
4. True False

True or False? Isn't that just a guessing game?

Well...sometimes.

This is a great entrance slip to use before you teach or partway through your teaching to check on misconceptions with your entire class. For any given student, the chance of getting a problem right is 50/50. However, if you notice that 80% of your class gets a certain one wrong, it might lead you to reteaching or clarifying that information to the entire class. I have included slips with 3, 4, and 5 responses to match the number of questions you wish to ask. Just read the questions aloud and have the students quickly circle the correct response. You can pretty quickly see if one or more of the questions are causing some trouble for the class or a small group.

5. True False

**Entrance Slip!** Name \_\_\_\_\_

**True or False?**

1. True False
2. True False
3. True False

**Entrance Slip!** Name \_\_\_\_\_

**True or False?**

1. True False
2. True False
3. True False



**Entrance Slip!** Name \_\_\_\_\_

**True or False?**

1. True False
2. True False
3. True False
4. True False

**Entrance Slip!** Name \_\_\_\_\_

**True or False?**

1. True False
2. True False
3. True False
4. True False

**Entrance Slip!** Name \_\_\_\_\_

**True or False?**

1. True False
2. True False
3. True False
4. True False

**Entrance Slip!** Name \_\_\_\_\_

**True or False?**

1. True False
2. True False
3. True False
4. True False

# Entrance Slip! Name \_\_\_\_\_

Fill in the blank ...

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Fill in the blank. Really?

Much like the true false exit slips, asking students to fill in the blank can help you see what a given student knows, but can really help you see what concepts you might need to spend more time on with your instruction. I have included slips with 3, 4, and 5 responses to match the number of questions you wish to ask. Just read the questions aloud and have the students quickly jot down their answer on the line. You can pretty quickly see if one or more of the questions are causing some trouble for the class or a small group.

What can I use it for?

\*mental math problems

\*content area vocabulary

\*"right there" information from literacy

\*confusing terms (ex. acute, obtuse, reflex)

\*labels (show a picture, student identifies object/concept)

\*

5. \_\_\_\_\_



**Entrance Slip!** Name \_\_\_\_\_

Fill in the blank ...

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Entrance Slip!** Name \_\_\_\_\_

Fill in the blank ...

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Entrance Slip!** Name \_\_\_\_\_

Fill in the blank ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Entrance Slip!** Name \_\_\_\_\_

Fill in the blank ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Entrance Slip!** Name \_\_\_\_\_

Fill in the blank ...

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Entrance Slip!** Name \_\_\_\_\_

Fill in the blank ...

1. \_\_\_\_\_

2. \_\_\_\_\_

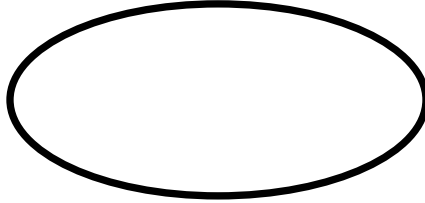
3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

# Entrance Slip! Name \_\_\_\_\_

Web it! Here's what I know about ...

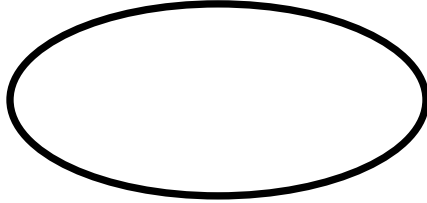


What is THIS entrance slip for? Webs are great to see what students can generate on their own and to show their depth of understanding. Use this entrance slip after a few days of instruction OR to see what they know about a topic before you teach it!

Use it in math to see what they know about a topic like "fractions"  
...or what they remember about a science concept  
...or what they remember about a text that was read  
...or about anything!

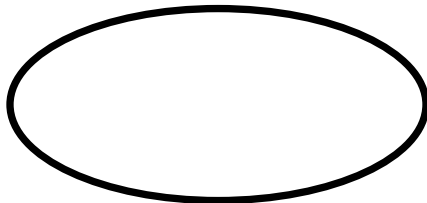
**Entrance Slip!** Name \_\_\_\_\_

**Web it! Here's what I know about ...**



**Entrance Slip!** Name \_\_\_\_\_

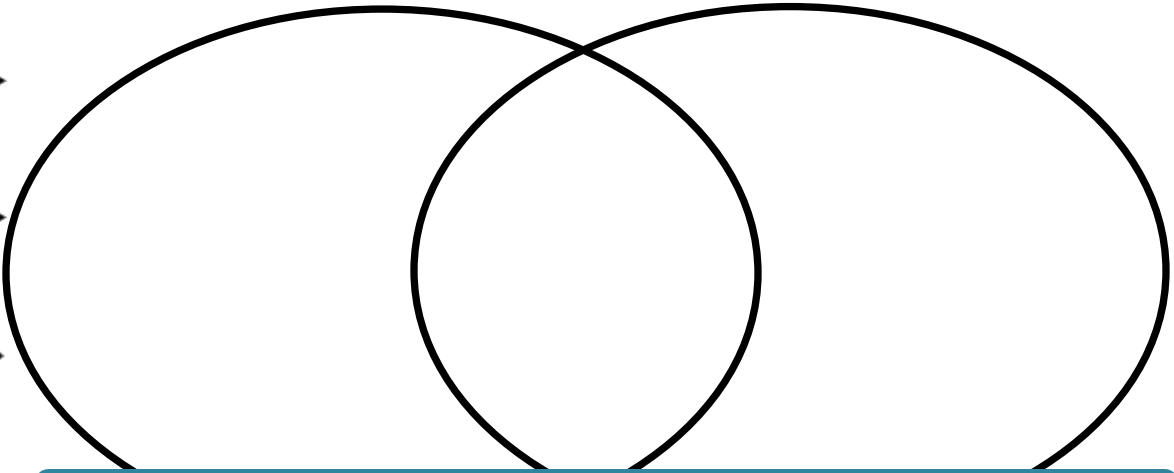
**Web it! Here's what I know about ...**





# Entrance Slip! Name \_\_\_\_\_

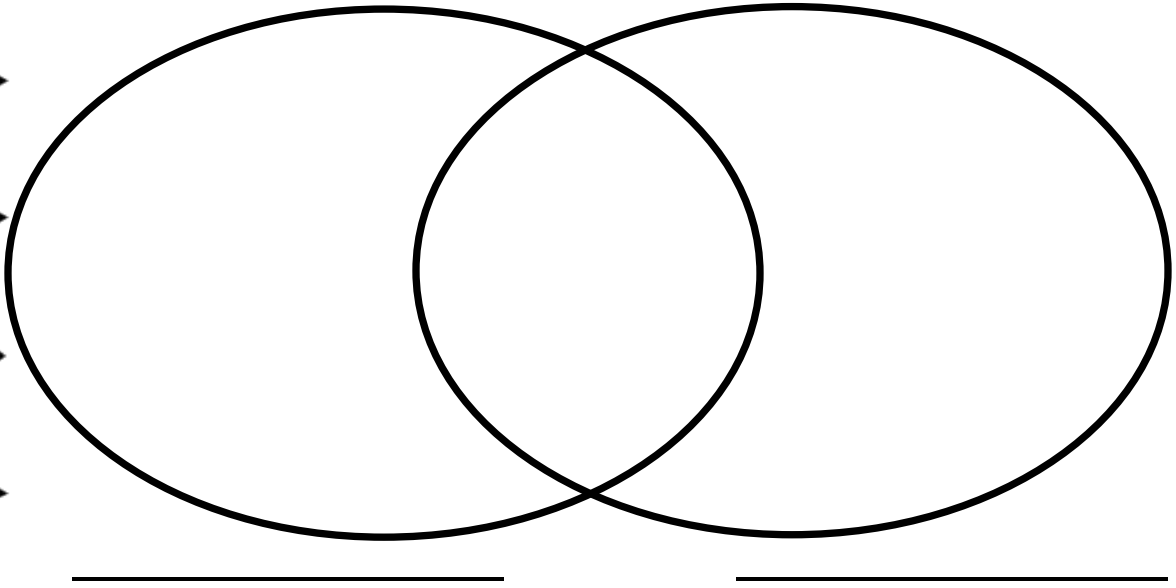
## Compare and Contrast!



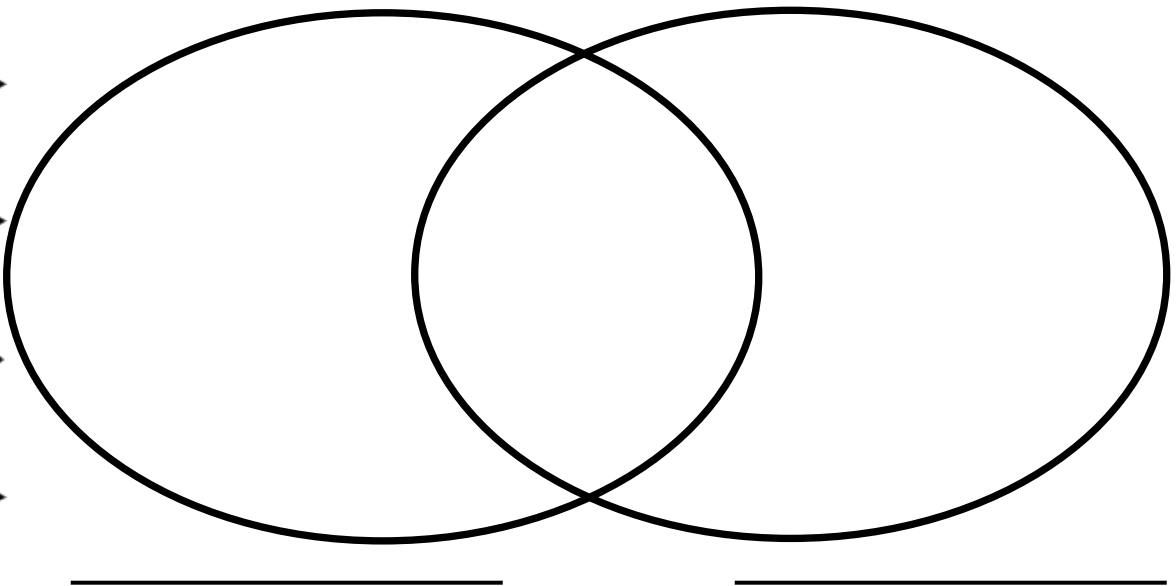
Comparing and Contrasting are HUGE in the CCSS! Use this Entrance Slip to have the student compare and contrast two topics you are working on ...

- \*2 characters
- \*2 different geometric shapes
- \*2 periods in history
- \*2 types of rocks
- \*2 famous people in history
- \*2 different books
- \*2 articles
- \*2 states of matter
- \*2 types of animals
- \*2 of anything you are studying!

**Entrance Slip!** Name \_\_\_\_\_  
**Compare and Contrast!**



**Entrance Slip!** Name \_\_\_\_\_  
**Compare and Contrast!**



# Entrance Slip! Name \_\_\_\_\_

## Sketch and Explain!

Some topics lend themselves perfectly to a “sketch” and explanation. Stress that the drawing itself doesn’t need to be perfect and that they can use labels, arrows, and their explanation to really “Show They Know”!

Not sure what I mean? Here are some examples!  
“Show what you know about...”

- \*the human heart
- \*symmetry
- \*electrical circuits
- \*plant cells
- \*angles
- \*improper fractions
- \*volcanoes
- \*layers of the rainforest
- \*now YOU try!

**Entrance Slip!** Name \_\_\_\_\_  
**Sketch and Explain!**

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**Entrance Slip!** Name \_\_\_\_\_  
**Sketch and Explain!**

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# Entrance Slip! Name \_\_\_\_\_

Try these 3!

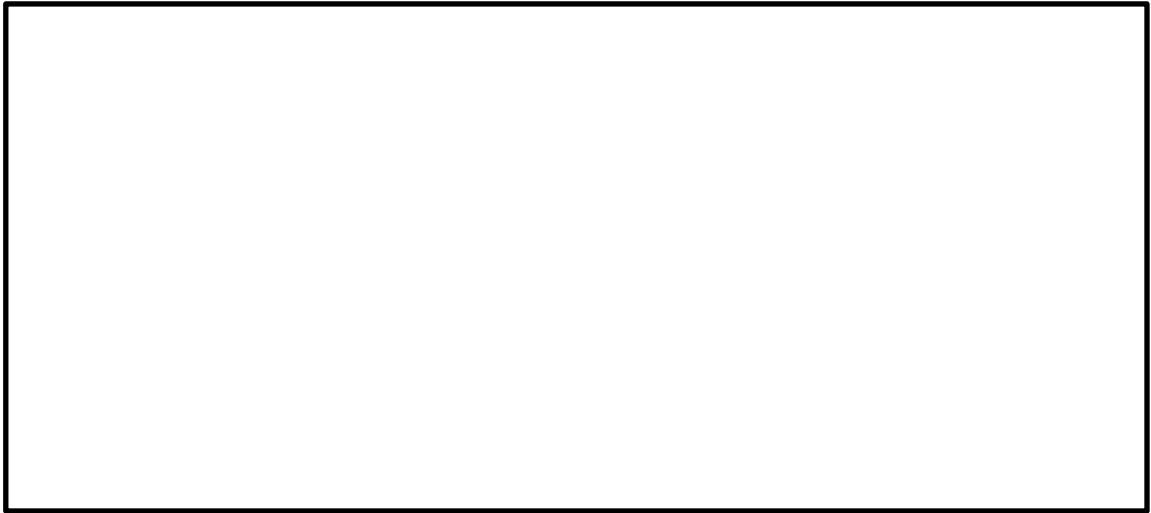
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Sometimes you might just want to see if students can solve the problem types you taught the day before. This is one of my favorite reasons for entrance slips as opposed to exit slips-I want to know what they can do AFTER some time has passed! Either put problems up on the board for students to solve or fill in the problems in the boxes before copying. I've given you exit slips with 1, 2, 3, 4, and 6 boxes for whatever type of work you are doing. As they turn them in, you can do a quick check of what they retained. This lets you know before you teach how many students might need some extra work or support-or it may even show you that the entire class needs a little review before moving forward!



**Entrance Slip!** Name \_\_\_\_\_

**Try this one!**



**Entrance Slip!** Name \_\_\_\_\_

**Try this one!**



**Entrance Slip!** Name \_\_\_\_\_

**Try these 2!**

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**Entrance Slip!** Name \_\_\_\_\_

**Try these 2!**

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**Entrance Slip!** Name \_\_\_\_\_

**Try these 3!**

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**Entrance Slip!** Name \_\_\_\_\_

**Try these 3!**

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**Entrance Slip!** Name \_\_\_\_\_

**Try these 4!**


**Entrance Slip!** Name \_\_\_\_\_

**Try these 4!**


**Entrance Slip!** Name \_\_\_\_\_

**Try these 6!**


**Entrance Slip!** Name \_\_\_\_\_

**Try these 6!**




# Entrance Slip! Name \_\_\_\_\_

Before you teach today, I need you to know my thoughts about the lesson yesterday...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Every taught a lesson and could just tell that some of your students were not getting it? Try using this entrance slip the next day to let your students tell you where they are with their learning! You may need to coach the students that they can write anything—from what they learned to what they need help with to their feelings about how the lesson went.

**Entrance Slip!** Name \_\_\_\_\_

Before you teach today, I need you to know  
my thoughts about the lesson yesterday...

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**Entrance Slip!** Name \_\_\_\_\_

Before you teach today, I need you to know  
my thoughts about the lesson yesterday...

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# Entrance Slip! Name \_\_\_\_\_

Three KEYS! Here are three key things I learned about this topic:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Asking students to recall three key things about an earlier lesson can speak volumes about what they learned-or didn't! This exit slip is great to use from anything to science or social studies topics but also about new math concepts or even literacy concepts. Imagine students coming in the day after you work on punctuating dialogue and having them tell you three things they learned! COOL!

**Entrance Slip!** Name \_\_\_\_\_

**Three KEYS!** Here are three key things I learned about this topic:

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**Entrance Slip!** Name \_\_\_\_\_

**Three KEYS!** Here are three key things I learned about this topic:

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**Entrance Slip!** Name \_\_\_\_\_

**Three KEYS!** Here are three key things I learned about this topic:

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**Entrance Slip!** Name \_\_\_\_\_

**Three KEYS!** Here are three key things I learned about this topic:

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# **“Self Assessment” Entrance Slips**

**Use these to help your  
students become more  
aware of their role in  
their learning!**

# Entrance Slip! Name \_\_\_\_\_

## Self Assess 4, 3, 2, 1!

How well are you understanding the material presented so far in this unit?

- 4...I understand well. I could teach this idea to others.
- 3...I understand. I may make a few mistakes.
- 2...I am starting to understand. I need coaching-for now!
- 1...I do not yet understand. I need coaching.

Tell me more!

Sometimes what a teacher REALLY needs to know before class starts is how the students are feeling about a topic. This 4, 3, 2, 1 assessment can help sort out students' confidence levels!

Give it a try-and help students become better and self-assessments!

**Entrance Slip!** Name \_\_\_\_\_

**Self Assess 4, 3, 2, 1!**

How well are you understanding the material presented so far in this unit?

4...I understand well. I could teach this idea to others.

3...I understand. I may make a few mistakes.

2...I am starting to understand. I need coaching-for now!

1...I do not yet understand. I need coaching.

**Tell me more!**

**Entrance Slip!** Name \_\_\_\_\_

**Self Assess 4, 3, 2, 1!**

How well are you understanding the material presented so far in this unit?

4...I understand well. I could teach this idea to others.

3...I understand. I may make a few mistakes.

2...I am starting to understand. I need coaching-for now!

1...I do not yet understand. I need coaching.

**Tell me more!**

# Entrance Slip! Name \_\_\_\_\_

## Self Assess!

Something I understand well:

Something I could use more coaching on:

Here is a self-assessment entrance slip to give students a chance to explain something they DO understand, but also gives them a way to express a need for more help. It is so important to build that safe community so that students can admit when they don't understand.

**Entrance Slip!** Name \_\_\_\_\_

**Self Assess!**

Something I understand well:

Something I could use more coaching on:

**Entrance Slip!** Name \_\_\_\_\_

**Self Assess!**

Something I understand well:

Something I could use more coaching on:

# Entrance Slip! Name \_\_\_\_\_

## Questions Self Assessment!

A question I can answer about this topic is:

The answer is:

Sometimes being able to generate a question and answer about a topic can help a teacher see the level of understanding a group of students has about a topic. Give this a try and see! You may find that you need to do a mini lesson on "question words" first!

**Entrance Slip!** Name \_\_\_\_\_

**Questions Self Assessment!**

A question I can answer about this topic is:

The answer is:

**Entrance Slip!** Name \_\_\_\_\_

**Questions Self Assessment!**

A question I can answer about this topic is:

The answer is:



Entrance Slip! Name \_\_\_\_\_

**"Grade Myself" Self Assessment!**

4 3 2 1 How well I am understanding this topic.

4 3 2 1 How hard I have been working on this topic.

I want you to know this about my learning:

One thing I like to work on with my students is understanding that their EFFORT and perseverance directly correlate to their success! Taking the time every so often to ask students to assess their understanding AND their effort can help remind them that THEY are key players in their own learning!

**Entrance Slip!** Name \_\_\_\_\_

**"Grade Myself" Self Assessment!**

4 3 2 1 How well I am understanding this topic.

4 3 2 1 How hard I have been working on this topic.

I want you to know this about my learning:

**Entrance Slip!** Name \_\_\_\_\_

**"Grade Myself" Self Assessment!**

4 3 2 1 How well I am understanding this topic.

4 3 2 1 How hard I have been working on this topic.

I want you to know this about my learning:

# Entrance Slip! Name \_\_\_\_\_

## Teamwork Self Assessment!

4 3 2 1 How well is my group working together?

4 3 2 1 How much am I contributing to my group?

What our group is doing well:

What our group needs to improve:

Working in groups is such a critical part of good teaching and learning. That being said, students do need to be taught how to do this and to reflect on their role in a group. We can assess how a group works AFTER a task, but it's a great plan to get them thinking about their group BEFORE or DURING a task. At the end it's too late to make changes!

**Entrance Slip!** Name \_\_\_\_\_

**Teamwork Self Assessment!**

4 3 2 1 How well is my group working together?

4 3 2 1 How much am I contributing to my group?

What our group is doing well:

What our group needs to improve:

**Entrance Slip!** Name \_\_\_\_\_

**Teamwork Self Assessment!**

4 3 2 1 How well is my group working together?

4 3 2 1 How much am I contributing to my group?

What our group is doing well:

What our group needs to improve:

# Additional Resources

# I can assess my own learning!

**4--I understand well.  
I could teach this  
idea to others.**

**3--I understand. I  
may make a few  
mistakes.**

**2--I am starting to  
understand. I need  
coaching—for now!**

**1--I do not yet  
understand. I need  
more coaching.**

# I can assess my own learning!

4--I understand well.  
I could teach this  
idea to others.

3--I understand. I  
may make a few  
mistakes.

2--I am starting to  
understand. I need  
coaching—for now!

1--I do not yet  
understand. I need  
more coaching.



Date: \_\_\_\_\_

Learning Target: \_\_\_\_\_

Performance Level	Students
Secure	
Monitor	
Needs Coaching/ Reteaching	

Comments/Notes:

I have taught grades 1, 2, 3, 4, and 6 for the past twenty years and pride myself on my creativity and ability to engage students in meaningful learning. I have my masters in educational leadership and curriculum and look forward to sharing many of my ideas with all of you!

Look for more “entrance slip” resources in my store!

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